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ABSTRACT

This Amana (Iowa) Folklife Curriculum has been planned as an easily-implemented sequence of activities comparing community and family folklife traditions with current practices. The K-5 activities are planned to coincide with holidays in the regular school calendar whenever possible. All activities compare and contrast present-day practices with those of grand-parents and great-grandparents or elderly friends. The 6-12 curriculum provides for the integration of specific units into the school's general course offerings. Lessons may be adapted as appropriate. The Grades K-5 Activity-Based Topics include: (1) "School Life"; (2) "Traditional Foods and Recipes"; (3) "Family Christmas Traditions"; (4) "Music and Other Holiday Traditions"; and (5) "Folk Arts/Crafts." The Middle School/Secondary Subject Area Topics provide lessons for the following areas: (1) "Industrial Arts (woodworking, tinsmithing)"; (2) "Home Economics (sewing/quilting, family life, foodways)"; (3) "Visual Arts (traditional Amana Folk Arts, calico textile printing, basketmaking, carpet weaving)"; (4) "Foreign Language--German (oral traditions, landmarks)"; (5) "Social Studies (history, government, economics)"; (6) "Language Arts (writing, literature)"; (7) "Math (folk math)"; (8) "Science (weather beliefs, planting signs, folk medicine)"; and (9) "Music (vocal, instrumental)." Information on a teacher orientation workshop, resource letter and questionnaire, and a bibliography are provided. (EH)

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TIME AND TRADITION



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AMANA COMMUNITY SCHOOLS FOLKLIFE PROGRAM

1990
AMANA COMMUNITY SCHOOLS
Middle Amana, Iowa

TIME AND TRADITION

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"Time And Tradition" is a cultural heritage project sponsored by the Amana Arts Guild and the Amana Community Schools. It has been funded in part by the Iowa Arts Council and the National Endowment for the Arts, Folk Arts Program.

Copies of this workbook (unbound, three-hole punched) are available for ten dollars (\$10.00) each from
The Amana Arts Guild, Box 114, Amana, Iowa 52203

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AMANA FOLKLIFE CURRICULUM

Mission Statement

The Amana Folklife Curriculum is intended to help conserve and perpetuate local community and family cultural heritage and traditions in our schools. It shall provide opportunities for students' exposure to folklife traditions and crafts to promote appreciation for and understanding of a community's rich cultural heritage.

The inclusion of a Folklife curriculum in the Amana School is a new experience. Folklife refers to the traditional ways by which a community expresses its shared way of life. It encompasses a wide variety of cultural expressions including arts, crafts, customs, occupations, foodways, and storytelling.

Community and family folklore such as stories, expressions, and traditions that characterize family life, and children's folklife such as neighborhood and backyard games, fantasy play, riddles, and jokes, that characterize children's play, are two folklife genres that young children bring into classroom situations with them. These two genres become the foundation on which students begin the sequential folklife program of progression that builds on an ever-widening spiral of skills and concepts.

Ultimately, Folklife education provides students with the necessary vehicles to become immersed in the entire folk process. The folk process is the method by which members of a folk group learn and pass on traditions, customs, beliefs, and ways of doing things. By becoming involved in this process of observing, talking, and listening, students learn to appreciate their roots and, thus, the rich heritage and culture of the local community.

INTRODUCTION

The K-5 Amana Folklife Curriculum has been planned as an easily-implemented sequence of activities comparing community and family folklife traditions with present practices. These activities are recommended to coincide with holidays in the regular education calendar whenever possible. For example, in September or October, when the school year begins, the first unit examines and compares present-day school-life with that of our forefathers. This unit is followed by traditional foods in November and Christmas traditions in December.

All the activities compare and contrast present-day practices with those of students' grand- and great-grandparents or elderly friends. This style of presentation should require minimum planning by the teacher and result in optimum comprehension by the students.

The 6-12 Folklife Curriculum provides for the integration of specific units into the school's general course offerings. The units are divided into five major categories: material culture, oral traditions and performance, customs and beliefs, family life, and festivals and drama. For example, one language arts unit includes reading and writing activities relating to the understanding of family and community oral traditions. A visual arts unit identifies traditional community folk arts, while a science unit allows for the understanding of weather beliefs of today and yesterday.

To assist teachers in planning, a list of identified resource people and materials is provided for each activity. All written resource material is available in the school library, either on the Folklife reference shelf or in the Folklife vertical file.

The topics and activities contained in this curriculum may be used exactly as written, or teachers may freely adapt, expand, or modify the curriculum suggestions to fit their individual needs.

GOALS AND OBJECTIVES

The **goals** of the Amana Folklife Curriculum are...

...enhance the students' interest in and respect for the tradition and histories of their own family and community.

...increase students' interpersonal communications through interactions with visiting folk artists.

...infuse the study of folk arts into the students' overall education.

The **general objectives** are...

1. The learner will develop a positive attitude toward the historical culture of the Amana Community and/or other cultures.

2. The learner will develop a positive attitude toward folklife as a human experience.

3. The learner will develop a positive attitude toward folk art as an art form.

4. The learner will develop a sense of time and chronology with regard to the stability and change of culture.

5. The learner will select and use appropriate materials and media equipment to gain information about his/her heritage and the heritage of the Amana Community.

TEACHER ORIENTATION WORKSHOP

- I. Introduce origin of Folklife Curriculum project
 - A. Funded in part by the Iowa Arts Council and the National Endowment for the Arts, and developed by the Amana Arts Guild.
 - B. Read introduction from workbook.
 - C. Read mission statement from workbook.
 - D. Review goals and objectives.
- II. Review outline headings for individual grade levels and/or subjects.
- III. Entertain questions and/or suggestions.
 - A. Emphasize flexibility of materials.
 - B. Encourage expansion, substitution, and/or modification to fit individual needs.
 - C. Plan a procedure to collect and store class products to show/share at a celebration at the end of the school year.

AMANA FOLKLIFE CURRICULUM

For Grades K-5

Introduction to term "folklife" and school life

I. Introduce topic with questions

- A. Kindergarten – old Amana Kinderschule
- B. First – old reading books/lessons
- C. Second – school playground equipment of old
- D. Third – early indoor and outdoor games
- E. Fourth – early school rules and punishments
- F. Fifth – knitting school

II. Specific objectives

A. Kindergarten

- 1. The children will discover how Kindergarten programs have evolved over the generations to their present program.
- 2. The children will understand the similarities and differences between Kindergarten programs of different generations.

B. First grade

- 1. The children will discover how first grade reading programs/materials have changed and improved from past generations.
- 2. The children will compare materials for similarities and differences in order to more fully appreciate their present-day reading program.

C. Second grade

- 1. The children will learn about playground safety, now and in past generations.
- 2. The children will come to appreciate their playground equipment by studying and comparing that of past generations.

D. Third grade

- 1. The children will discover similarities and differences in children's play in school at recess.
- 2. The children will investigate and compare the monetary and social value of games played then and now to

evaluate the quality of "fun" experienced by children in school.

- 3. The children will be able to use an interview outline to find out historical information.

E. Fourth grade

- 1. The children will learn similarities and differences in school rules and punishments.
- 2. The children will be able to chart punishments on a basis of severity and/or on a timeline of when they were used.
- 3. The children will be able to use an interview outline to find out historical information.

F. Fifth grade

- 1. The children will discover that after-school hours were not always free time for students.
- 2. The children will learn how to knit a small square.
- 3. The children will be able to use an interview outline to find out historical information.

III. Activities to Include:

- A. Kindergarten – a walk to the Kinderschule in Middle; invite and interview a resource person to class or to the Kinderschule; eat a typical old-time snack; play an old-time game (see Resource List.)

- B. First – collect old school memorabilia and bring in to share; individually or in class, interview several senior citizens or a representative from the Amana Heritage Museum (see Resource List); do a reading lesson in the "old" way.

- C. Second – individually or in class, interview senior citizens (see Resource List) about playground equipment in their day and collect pictures; make models of equipment; do a math lesson on individual

slates (available in the elementary resource room.)

- D. Third – interview parents, grandparents and/or elderly neighbors about their school experiences, specifically, games they played, both indoors and out at recess; reproduce some games and/or write directions for a display.
- E. Fourth – interview parents, grandparents and/or elderly neighbors about their school experiences, specifically, school rules and punishments received when the rules were disobeyed.
- F. Fifth – invite an elderly Amana couple (see Resource List) to tell about and demonstrate their experiences in knitting school; collect old books and pictures; exhibit knitting samples made by class members.

IV. Compare the "then" to "now"

- A. Kindergarten – identify likenesses and differences between the old Kinderschule

and the present Kindergarten; illustrate the above.

- B. First – identify and compare the likenesses and differences between reading the "old" way and now; chart observations.
- C. Second – compare the advantages and disadvantages of the old and new playgrounds, considering safety, fun, and variety.
- D. Third – compare the games, considering fun, simplicity, cost, variety; reproduce some of the old games, teach some younger children how to play the games.
- E. Fourth – compare school rules from the olden days to present-day rules; compare punishments; discuss the reason for this disparity.
- F. Fifth – by interviewing an older man and woman: learn about knitting school; how and when it operated; how well it was liked by children; what was produced; learn to knit from the visitors.

Resource List – School Life

- A. Kinderschule – located behind Middle church. The school secretary has the key.

1. Snacks consisted of bread and jelly or molasses.
2. Games played by young children were: Ring Around a Rosie, sandbox, picture books, and toys from home.
3. Persons willing to come in for interviews:
 Marie & Robert Geiger, Middle, 622-3216
 Harry A. Leonhardt, Middle, 622-3748

- B. School Memorabilia

1. Persons willing to bring in/lend materials:
 Louise Blechschmidt, East, 622-3961
 Henrietta Ruff, South, 622-3454
 Marie & Robert Geiger, Middle, 622-3216
2. Format of old-time reading lesson: children stand around a table and take turns reading. Include a copy of Strubel Peter, if available.

- C. Playground Equipment

1. Pictures available from:
 Ruth Schmieder, Middle, 622-3247

- D. Recess Games, indoors and outdoors:

1. People willing to tell about/demonstrate games:
 Marie & Robert Geiger, Middle, 622-3216
2. Sample game - Sitting in a Row:
 The girls would sit with their legs apart, one in front of the other, train fashion. One girl was the leader who stood in front of the row of girls, answers which follow were memorized by all, and used as responses to the leader. Should one girl make a mistake, she had

to leave the row and wait until there was no one left in the row before being allowed to play again.
 Sample questions and answers:

Who is sitting behind you? Judy
 What is she doing? knitting
 What is she knitting? a cap
 Who is it for? Teddy

When will he wear it? to school
 These questions were asked over and over. Then when someone wasn't listening carefully, that person would get caught not knowing the correct response and be out of the game.

3. Other games played were Ring Around a Rosie, Hide and Seek (where one person is IT, counts, then goes looking for the hiders, who, in turn, can try to get back to base without being seen by the IT person), and baseball.
4. Indoors, the children simply sat around and talked, which was a treat compared to the total silence of schooltime.

- E. School Rules

1. Total quiet during schooltime.
2. Punishments: strokes on hand with ruler, strokes on fingertips with ruler, twisting boys' ears, standing in the corner, and detention for not knowing lessons.
3. People willing to tell about experiences:
 Marie & Robert Geiger, Middle, 622-3216

- F. Knitting school experiences

1. People willing to tell about experiences and teaching fifth graders how to knit:
 Marietta Moershel, Homestead, 622-3508
 Kathryn Ehrman, South, 622-3364

Sample Letter To Kindergarten Parents

Dear _____

We are comparing present-day Kindergarten life to that of preceeding generations. We would like some information from parents, grandparents, and/or elderly friends to compare with our Kindergarten of today.

One activity we will do is to visit an old Amana Kindergarten (Kinderschule).

Would you please tell your Kindergartner about your experiences in Kindergarten? For instance:

1. Did you go to kindergarten? _____ Where? _____
2. Did you have workbooks? _____
3. Did your teacher read to you? _____
4. Did you have recess? _____ Milk break? _____
5. Did you go all day? _____ Half day? _____ Every other day? _____
6. Did you go to the library? _____
7. Did you have a computer? _____
8. What is your favorite memory?

9. Do you have any mementos to lend?

If you talk about some of the above questions, your Kindergartner will be able to join in our discussion tomorrow.

Sample Letter To First Grade Parents

Dear _____

We are comparing present-day reading lessons to those of preceeding generations. We would like some information from parents, grandparents, and/or elderly friends about learning to read, to compare with our way now.

Would you please talk to your first grader about your experiences, answering some of the following questions:

1. Did you have reading groups?
2. What was your group called?
3. Did you have a reading circle?
4. Do you remember a favorite story/book?
5. Do you have any mementos to lend?

We will try to read as many of the "favorites" you parents name as we can (if available), so your child can share your experience in school and perhaps bring the book or story home to share it with you, also.

Interview Questions For Second Graders

1. Person who shared information _____
2. Did you go to school in Amana? _____ If not, where? _____
3. Was your playground like ours? _____ How was it different? _____

4. Why is the old equipment gone? _____

5. Was anyone ever hurt on your playground? _____ How? _____

6. In what ways were the old playgrounds better? _____

7. In what ways is our playground better? _____

Interview Questions For Third Graders

1. Person who shared information _____
2. Did you go to school in Amana? _____ If not, where? _____
3. Was your classroom like ours? _____ How was it different? _____

4. How many children were in your class? _____
5. How did you get to school? _____
6. What was a typical school day like? _____

7. What games did you play at indoor recess? _____

(over)

8. What games did you play at outdoor recess? _____

9. How were these games played? _____

10. Do you have any pictures from your school days?

Interview Questions For Fourth Graders

1. Person who shared information _____

2. Did you go to school in Amana? _____ If not, where? _____

3. Was your classroom like ours? _____ How was it different? _____

4. How many children were in your class? _____

5. How did you get to school? _____

6. What was a typical school day like? _____

7. What were some of the rules in your school? _____

(over)

8. How were children punished? _____

9. Do you have any school pictures we could borrow?

Interview Questions For Fifth Graders

1. Person who shared information _____

2. Did you go to school in Amana? _____ If not, where? _____

3. Was your classroom like ours? _____ How was it different? _____

4. How many children were in your class? _____

5. How did you get to school? _____

6. What was a typical school day like? _____

7. How was the knitting school conducted? _____

8. What kinds of things did you knit? _____

9. Do you have any samples or pictures to lend our class?

AMANA FOLKLIFE CURRICULUM

For Grades K-5

Traditional Foods and Recipes

Specific Objectives for November:

- ... to compare historic recipes and methods with modern ones and to appreciate the difference.
- ... to understand that Amana people of the past made and ate some of the same foods as we do now.

I. Introduce with tour through the Community Kitchen Museum and Hahn Bakery in Middle Amana.

- A. Contact the Heritage Society, 622-3567, to make tour arrangements.
- B. Indicate to the guide which implements to describe in detail.
- C. Follow-up with each student illustrating the one implement which most impressed, was most unusual, or for reason of choice.
- D. Discuss the sources/availability of assigned food in each class, both in past and present times.
- E. Preserve a sample of the products made in each class for the May exhibit.
- F. Write up the recipe with directions for the May exhibit.
- G. Save any written or picture accounts of these events for the May exhibit.

II. On the tour, emphasize the implements used for:

- A. Kindergarten (applesauce)
 - 1. Apple peeler/cooker/masher
 - 2. Canning kettle
- B. First grade (bread and butter)
 - 1. Butter churns
 - 2. Hahn Bakery procedures
- C. Second grade (butter drop cookies)
 - 1. Mixing implements/cookie sheets
 - 2. Oven

D. Third grade (cutout cookies)

- 1. Cookie cutters
- 2. Oven

E. Fourth grade (cake)

- 1. Cake pans/mixing implements.
- 2. Oven

F. Fifth grade (cake decorating)

- 1. Cake pans/mixing implements
- 2. Decorating implements
- 3. Oven

III. Specific activities

A. Kindergarten

- 1. Discuss: who cooks at their house?
- 2. Has anyone ever made applesauce?
- 3. Predict how to make applesauce.
- 4. Make applesauce.

B. First grade

- 1. Tour, also, the modern Stone Hearth Bakery for comparison discussions.
- 2. Bake bread with the old Amana recipe.
- 3. Churn butter (preferably in an old-fashioned borrowed churn).

C. Second grade

- 1. Compare and contrast "Old Amana" recipe with a modern one.
- 2. Make butter drop cookies from an old Amana recipe and a modern recipe for comparison.

D. Third grade

1. Compare and contrast old-fashioned soft cookies with modern crunchy ones.
2. Compare "Old Amana" recipe/results with modern recipes/results - what makes the difference?
3. Make cutout cookies from one old and one modern recipe for comparison.

E. Fourth grade

1. Study and compare recipes/ingredients in recipes in the Amana Cook Book.
2. Choose two cake recipes to mix and bake.
3. Mix one batter by hand and one with a mixer to compare time, quality of results,

and taste difference.

4. Compare chosen recipes with modern ones and with cake mix contents.
5. Give cakes to fifth grade to decorate.

D. Fifth grade

1. Invite resource persons (See Resource List) to tell about/demonstrate modern cake decorating and one older cook to share old-time decorating methods and styles.
2. Plan/create designs on paper.
3. Use both old-fashioned and modern methods of decorating the cakes.
4. Share the eating of cakes with the fourth graders.

Resource List – Traditional Foods and Recipes

- A. Amana Heritage Society and Communal Kitchen Museum, 622-3567.
- B. Hahn Bakery (Wed. only in November), 622-3439.
- C. Stone Hearth Bakery, 622-3449.

- D. Amana Cook Book, 641.5 LAD.
- E. Volunteer helpers:
1. Kathryn Ehrman, 622-3364.
 2. Marie and Robert Geiger, 622-3216.
 3. Marietta Moershel, 622-3508.

AMANA FOLKLIFE CURRICULUM

For Grades K-5

Family Christmas Traditions

Specific Objectives:

- ... the students will practice/improve interviewing techniques.
- ... the students will compare and contrast the variety of Christmas traditions observed in the olden days with those observed now.
- ... the students will participate in an inter-class sharing event to practice presenting information before a group.

I. Specific Topics

- A. Kindergarten – stocking tradition
- B. First – Santa (styles and beliefs)
- C. Second – decorations (trees, homes, etc.)
- D. Third – food traditions
- E. Fourth – trees and substitutes, as pyramids
- F. Fifth – religious traditions/illustrations
- G. All grades will learn one German Christmas song.

II. Specific activities

A. Kindergarten

1. Compare modern Christmas stockings, which children bring in, for size, style, and decorativeness. Then compare them to "Old Amana" plain black knit stocking and also compare places where stockings are/were hung.
2. Make and decorate a paper stocking to be filled with sugar-free candies and taken to someone in the Colonial Manor Nursing Home.
3. Plan a short explanatory presentation for the sharing day, and take a picture of the homemade stockings being shared at the "Home."

B. First grade

1. Compare when and where Santas appear at Christmas time. Bring in to share models and pictures of various styles of Santas, identifying the stages of change from old to modern.
2. Arrange a display of this evolution and

take a picture for the May exhibit.

3. Plan to show the display on the sharing day.

C. Second grade

1. Interview family and friends about modern decorating traditions. Share these orally.
2. Interview a representative from the Amana Heritage Museum or an elderly person about "Old Amana" decorating traditions. (Avoid trees and pyramids which the 4th grade will cover.)
3. Make some old-fashioned decorations and take a picture of how these were made and used, for the May exhibit.

D. Third grade

1. Interview parents, grandparents, and older friends about traditional foods.
2. Make a chart, categorizing the foods into the four food groups. Save this for the May exhibit.
3. Discuss the nutritional value of most traditional foods, and form a list of ways to improve the nutritional value of foods we eat at Christmastime. Save a copy of this list for the May exhibit.

E. Fourth grade

1. Study about: the origin of the Christmas tree; kinds of evergreens; family traditions of selecting, putting up, and taking down the tree; sizes and types of pyramids.

2. Make a tree with a broomstick and branches, and stage a scene as in the poster picture in the Amana Heritage Museum.
3. Take a picture of making the tree and the scene for the May exhibit.
4. Study about candle-making, producing some candles for Christmas gifts for parents. Record any or all parts of this activity for the May exhibit.

F. Fifth grade

1. Interview family and friends about their religious involvement at Christmas.
2. Chart traditional services of various churches in the surrounding area and compare with the modern and "Old Amana" traditions.
3. Collect and compare Christmas cards and/or pictures of the "Creché" for similarities and differences.
4. Collect and compare other religious symbols on Christmas cards such as angels and bells.

Resource List – Christmas Traditions

A. Kindergarten – stockings

1. Black stocking, Caroline Trumpold, 622-3103.
2. Colonial Manor Nursing Home, Sharon Grimm, 622-3131.
3. Christmas Crafts, Meyer 745.59 MEY.

B. First Grade – Santas

1. Santa styles, Amana Heritage Museum, 622-3567.
2. Santa collection, Linda Ackerman, 622-3802.
3. Antique Santa, Caroline Trumpold, 622-3103.
4. Celebrating Christmas (p. 73-4), 394.2 WER.
5. Holly, Reindeer and Colored Lights (p. 43-51), Barth 394.26 BAR.
6. Book of Religious Holidays (p. 57-8), Ickis 394.2 ICK.

C. Second grade – decorations

1. Antique styles, Amana Heritage Museum, 622-3567.
2. Volunteer, Marie Geiger, 622-3216.
3. Volunteer, Betty Parvin, 622-3346.
4. Holly, Reindeer and Colored Lights (p. 22-37), Barth 394.26 BAR.

D. Third grade – food

1. Volunteer, Marie Geiger, 622-3216.
2. Volunteer, Betty Parvin, 622-3346.
3. Book of Religious Holidays (p. 91), Ickis 394.2 ICK.
4. Amana Colony Recipes (p. 7, Special Menus page), 641.5.

E. Fourth grade – trees, pyramids

1. Tree information, Larry Gnewikow, 622-3107.
2. Christmas scene, Amana Heritage Museum, 622-3567.
3. Christmas Crafts (p. 105), Meyer 745.59 MEY.
4. Holly, Reindeer and Colored Lights (p. 16-21), Barth 394.26 BAR.
5. Book of Religious Holidays (p. 52-3, 71, 75), Ickis 394.2 ICK
6. Trees of Christmas, Metcalfe 394.2 MET.

F. Fifth grade – religious traditions and cards

1. "Old Amana" church traditions, Amana Heritage Museum, 622-3567.
2. Christmas Crafts (p. 4, 95), Meyer 745.59 MEY.
3. Book of Religious Holidays (p. 47-50, 70), Ickis 394.2 ICK
4. Holly, Reindeer and Colored Lights (p. 89+), Barth 394.26 BAR.

AMANA FOLKLIFE CURRICULUM

For Grades K-5

Music and other Holiday Traditions

I. Specific objectives for January/February

A. Kindergarten

1. ... will learn some old-Amana songs as sung by children in Kinderschule.

B. First grade

1. ... will experience demonstrations and playing of old-Amana instruments as the autoharp, zither, violin, and guitar.

C. Second grade

1. ... will practice writing interview questions and polishing interview techniques.
2. ... will learn to evaluate, categorize, and chart information from interviews.
3. ... will produce written stories and/or charts about traditions.

D. Third grade

1. ... will practice writing interview questions and polishing interview techniques.
2. ... will learn to chart information gained from interviews.
3. ... will learn the origin of St. Valentine's Day.
4. ... will make a Valentine to give to an elderly friend, neighbor or nursing home resident.

E. Fourth grade

1. ... will learn the origin of the 4th of July celebration.
2. ... will practice writing interview questions and polishing interview techniques.
3. ... will learn to chronologically order traditions from the interviews.
4. ... will polish writing skills by summarizing interview information in report form.

F. Fifth grade

1. ... will practice writing interview questions and polishing interview

techniques.

2. ... will learn to list events in chronological order.
3. ... will learn the origin of this celebration.
4. ... will evaluate and chart traditions from interviews, using a rating system such as most to least popular, etc.

II. Specific activities:

A. Kindergarten

1. The children will learn some old-Amana children's songs in German.
2. They may translate the songs to English or sing the English version, if available.
3. Elderly resource people may be invited to introduce the songs.

B. First grade

1. The children will experience demonstrations and actual playing of Old Amana instruments such as the autoharp, zither, violin, and guitar.
2. Community resource people will be invited to present these demonstrations.

C. Second grade - Halloween traditions

1. The children will interview family and friends for memories of Halloween "tricks" of the past and other past traditions.
2. The "tricks" should be evaluated for safety and fairness, while past traditions can be arranged on an approximate timeline.
3. Illustrations of tricks or write-ups of traditions should be kept for the May exhibit

D. Third grade - Valentine's Day traditions

1. Through interviews with family and friends, the card-sending tradition may be traced and studied for similarities and/or differences.
2. Various family rituals should be listed and saved for the May exhibit.

3. Any old Valentines should be collected and arranged chronologically.
 4. This exhibit or a picture of it should be included in the May exhibit.
- E. Fourth grade – 4th of July traditions
1. The origin of this celebration should be established first.
 2. The children should interview family and/or friends about celebrations from their past.
 3. Any traditions collected should be put in chronological order and saved for the May exhibit.
 4. Collections of photos and/or memorabilia should be kept for May.
- F. Fifth grade – New Year's Eve and New Year's Day
1. The Old Amana religious traditions should be the first information studied to show the change from what used to be to what is now.
 2. Through interviews students will learn of the evolution of this holiday's observances. All information should be listed in chronological order so the evolutionary process can be identified.
 3. Family traditions should be collected through interviews to be shared with the class. The results could be charted or graphed as most to least popular traditions and/or showing how traditions have changed over the years.
 4. Any visuals should be saved for the May exhibit.
-

Resource List – Music and other Holiday Traditions

- A. Kindergarten – songs
1. German songs with translations available in vertical file, Amana School Library.
- B. First Grade – instruments
1. Volunteers Harry Leonhardt, violin, 622-3748 and Dr. Henry Ruff, violin, 622-3526 (prefer to team up).
 2. Volunteer, Glenn Wendler, zither, 622-3812.
- C. Third grade – Valentine's Day
1. Amana Heritage Museum, 622-3567.
 2. Volunteer, Betty Parvin, 622-3346.
- E. Fourth grade – 4th of July
1. Amana Heritage Museum, 622-3567.
 2. Caroline Trumpold, 622-3103, 16mm film from 1943.
- F. Fifth grade – religious traditions and cards
1. Amana Heritage Museum, 622-3567.
 2. Volunteer, Marie Geiger, 622-3216.

AMANA FOLKLIFE CURRICULUM

For Grades K-5

Folk Arts/Crafts

I. Specific topics

- A. Kindergarten – acting out nursery rhymes
- B. First – making yarn dolls or small stuffed toys
- C. Second – making candles
- D. Third – studying Amana architecture
- E. Fourth – rug weaving and/or braiding
- F. Fifth – needlework and/or hooked rug

II. Specific objectives

- A. Kindergarten
 - 1. ... to compare limits of variety of activities in the olden days with today's choices.
- B. First grade
 - 1. ... to compare the limits of variety and availability of toys and activities in the olden days as compared with today's choices.
 - 2. ... to produce some handmade crafts and experience the satisfaction of creating a usable item as in the olden days.
 - 3. ... to develop an appreciation for the talents of the old-time craftspersons.
- C. Second grade
 - 1. ... to produce some handmade crafts and experience the satisfaction of creating a usable item as in the olden days.
 - 2. ... to develop an appreciation for the talents of the old-time craftspersons.
- D. Third grade
 - 1. ... to develop an awareness of the styles of architecture around them.
 - 2. ... to develop an appreciation for the talents of the old-time craftspersons.
- E. Fourth grade
 - 1. ... to produce some handmade crafts and experience the satisfaction of creating a usable item as in the olden days.

- 2. ... to develop an appreciation for the talents of the old-time craftspersons.

F. Fifth grade

- 1. ... to produce some handmade crafts and experience the satisfaction of creating a usable item as in the olden days.
- 2. ... to develop an appreciation for the talents of the old-time craftspersons.

III. Activities to include:

- A. Kindergarten
 - 1. Memorize several nursery rhymes.
 - 2. Make or collect props for acting out those rhymes.
 - 3. Hang up a bed sheet parallel to the window wall.
 - 4. Act out shadow plays of rhymes on window side of the sheet with audience facing the sheet on the dark side.
- B. First grade
 - 1. Make yarn dolls by winding yarn over a cardboard frame as per instructions in the Resource List.
 - 2. An alternate activity would be stuffing small pre-sewn (by the teacher or volunteer mothers) simple animal shapes with cotton balls or a substitute.
- C. Second grade
 - 1. Research how to make candles (see Resource List).
 - 2. Gather materials needed.
 - 3. Dip candles.
- D. Third grade
 - 1. Study Amana architecture and categorize important aspects.
 - 2. Make drawings illustrating various types of materials used.
- E. Fourth grade
 - 1. Research rug weaving/braiding (see Resource List).
 - 2. Observe a demonstration of rug weaving/braiding.

3. Prepare rags for weaving/braiding with the help of volunteers (see Resource List).
 4. Make a small class rug.
- F. Fifth grade
1. For background information, collect samples of needlework from home, friends, and/or grandparents.
 2. Observe a demonstration by volunteers (see Resource List).
 3. Produce a needlework item with the help of a volunteer (see Resource List).

Resource List – Folk Arts and Crafts

A. Books

1. Amana Arts Guild Craft Books - series in Amana School Library vertical file.
2. Crafts and Hobbies. Reader's Digest 745 REA Weaving, pp. 74-93.
3. Favorite Easy-to-Make Toys. Marengo Library 745.592 FAV Yarn doll, p. 62.
4. How to Make Dolls and Doll Houses. Lee 688.7LEE Yarn doll, p. 10.
5. Kids America. Canney 973 CAN Candle making, page 50, Yarn doll, p. 253.
6. Remaining Faithful - Amana Folkarts in Transition. Ohrn, 745.5 OHR.
7. Weaving on Cardboard. Alexander 746.1ALE Weaving, whole book.
8. Whirligigs and Whimmy diddles. Pettit 745.5 PET Candlemaking, pp. 158-173, Tinsmithing, pp. 137-157.

B. Volunteers

1. Barb Hoehnle, (Heritage Society) 622-3567, Kindergarten.
2. The Candlestick, 622-3879, Second grade, candle making.
3. Caroline Trumpold, 622-3103, First and Fifth grades.
4. Henrietta Berger, 622-3393, Fourth grade, rug braiding.
5. Marie Geiger, 622-3216, Fourth grade, rag preparation.
6. Renate Schulte, 622-3859, Fourth grade, carpet weaving.
7. Marie Baumgartel, 622-3726, Fifth grade, crocheted rugs.
8. Marietta Moershel, 622-3508, Fifth grade, embroidery.
9. Betty Parvin, 622-3346, Fifth grade, embroidery.



Marie Geiger teaches third grade students early indoor games.



Students prepare a family recipe.

Elmer Graesser tours with a group of high school German students locating local landmarks.



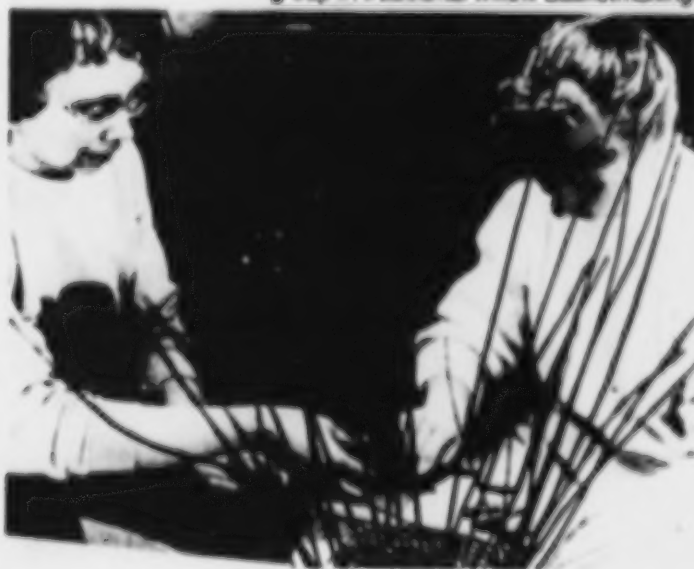


Kindergarten visits an early Kinderschule day care center.

Students play early childhood games.



Joanna Schanz instructs a high school group in traditional willow basketmaking.



Fifth grade music students learn about the zither from a visiting artist.



Henrietta Ruff talks to the first grade about early children's books used in communal Amana.

Caroline Trumpold assists home economics students with a traditional whole cloth quilt.



Third grade students study foodways.

BEST COPY AVAILABLE



Barbara Hoehnle talks about the tradition of the Christmas pyramid

A middle school industrial arts student works on his cookie cutter.

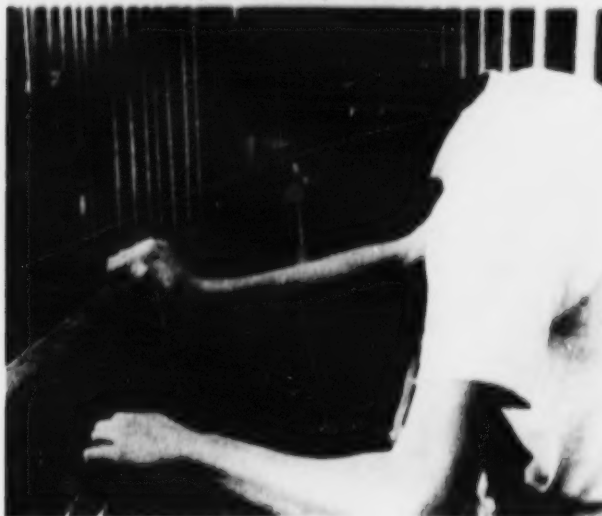


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Harry Leonhardt describes life at the communal day care center.

Dustin Ehrman, eleventh grade, creates a traditional rag rug on a hundred-year old carpet loom.



AMANA FOLKLIFE CURRICULUM

For Middle School/Secondary

Industrial Arts

Woodworking

I. Objectives

- The student will understand and appreciate woodworking done in old Amana (pre-1932).
- The student will demonstrate knowledge of traditional styles and techniques used in Amana furniture construction.

II. Activities

1. Present a slide program showing examples of woodworking objects done in old Amana (e.g. furniture, toys and novelty items). Include a discussion of lifestyle and occupations in communal Amana.
2. Tour an Amana furniture shop. Discuss tools, materials and techniques used in the making of traditional Amana furniture. Compare traditional furniture made in the past to what is made today.

III. Resources

"Amana Woodworking" – slides, Amana Arts Guild.

Utilitarian Woodwork of the Amana Colonies by Amana Arts Guild.

"Christmas Pyramids" article and photographs by the Amana Arts Guild.

Old Amana Furniture, Albers 684 ALB.

Remaining Faithful: Amana Folk Arts in Transition, Ohrn 754.5 OHR.

"Simple and Sturdy, The Amana Way," Anderson, *Antique World Magazine* 1980.

Amana Furniture Shop, 622-3291.

Krauss Furniture Shop, 622-3223.

Schanz Furniture Shop, 622-3529.

AMANA FOLKLIFE CURRICULUM

For Middle School/Secondary

Industrial Arts

Tinsmithing

I. Objectives

- The student will understand and appreciate the tradition of tinsmithing.
- The student will understand and use tinsmithing tools and materials.
- The student will create a useful tin object.

II. Activities

1. Discuss and present information on Amana tinsmithing.
2. Discuss and demonstrate equipment, tools and materials.
3. Develop ideas for an animal or holiday pattern.
4. Create a tin cookie cutter.

III. Resources

Tinsmithing of the Amana Colonies by the Amana Arts Guild.
Remaining Faithful: Amana Folk Arts in Transition, Ohm 754.5 OHR.
Tinsmith: Bill Metz, 622-3141.

AMANA FOLKLIFE CURRICULUM

For Middle School/Secondary

Home Economics

Sewing/Quilting

I. Objectives

- The student will understand and appreciate needlework traditions.
- The student will use community residents as resources.
- The student will compare patterns and designs.
- The student will improve his/her sewing skills.

II. Activities

1. Present a discussion on Amana quilting; past and present.
2. Locate and display quilting patterns.
3. Create a traditional whole cloth quilt.

III. Resources

Quilting of the Amana Colonies by the Amana Arts Guild.

"Quilting Time," WILLKOMMEN Vol. 8, No. 2 Spring 1989.

Remaining Faithful: Amana Folk Arts in Transition, Ohrn 754.5 OHR.

Quilting frame - Amana Arts Guild/Amana Art Room.

Quilting patterns - Amana Arts Guild, Amana Heritage Society.

Amana Church Quilting Guild - Caroline Trumpold, 622-3103.

AMANA FOLKLIFE CURRICULUM

For Middle School/Secondary

Home Economics

Family Life

I. Objectives

- The student will understand community customs.
- The student will use neighbors and family members as resource people.

II. Activities

1. Collect and compare information about family customs (baptism, birth, birthdays, courting, marriage, child rearing or death).
2. Present a discussion comparing customs today to customs of communal Amana (pre-1932).

III. Resources

"Old Amana Weddings," WILLKOMMEN Vol. 1, No. 3 Summer 1982.

"Midwifery in Communal Amana," WILLKOMMEN Vol. 8, No. 3 Summer 1989.

"Courtship in the Old Colony," WILLKOMMEN Vol. 7, No. 3 Summer 1988.

"The Bad Boys," WILLKOMMEN Vol. 8, No. 5 Autumn 1989.

The Amanas Yesterday, Liffing-Zug.

Amana That Was and Amana That Is, Shambaugh 270 SHA.

Day care in Amana - Harry Leonhardt, 622-3748; Marie Geiger, 622-3216.

Family Life and Customs

Talk to friends, neighbors, parents or grandparents to find information about baptism, birth, death, courting, marriage, or childrearing practices, customs and beliefs which have been practiced for a number of generations. Choose a subject(s) and record the information on this form. Try to find out as much information about the custom(s) such as: ceremonial practices, roles of people involved, beliefs and practices associated with them, how they are celebrated, who may attend, and what foods may be associated with them.

Student name _____ Date _____

Subject (circle subject): baptism birth courting marriage childrearing death other

BACKGROUND INFORMATION

Person who shared information _____

Address _____ Age _____

Birthplace and date _____

Parents' name _____

Parents' ethnic origin? _____

Languages spoken other than English _____

Education, training _____

Occupations _____

Religious affiliation _____

(over)

Interview About the Belief and/or Custom

Subjects covered in the interview _____

What activities lead up to the event? _____

What activities are included in the event? Is there a ceremony? Describe it. _____

What people play special roles? _____

Is there a celebration? Describe it. _____

What foods, if any, are associated with the event? _____

Other information _____

AMANA FOLKLIFE CURRICULUM

For Middle School/Secondary

Home Economics

Foodways

I. Objectives

- The student will understand methods of food preservation.
- The student will understand family and/or communal cooking traditions.
- The student will improve his/her cooking skills.

II. Activities

1. Collect, present and demonstrate methods used in preserving foods.
2. Collect and share family recipes.
3. Plan, prepare and serve a traditional communal kitchen menu.

III. Resources

Community Kitchens, Geiger.

Amana Colony Recipes, Homestead Welfare Club 641.5.

Guten Appetite from Amana Kitchens, Amana Preservation Foundation 641.5 AMA.

Oral histories "communal kitchens" and "communal gardens," tapes by the Amana Arts Guild.

The Ronneburg Recipe Album, Oehler.

"Communal Kitchens," WILLKOMMEN Vol. 2, No. 1 Winter 1983.

"Colony Gardening," WILLKOMMEN Vol. 2, No. 3 Summer 1983.

Communal kitchens – Marie Geiger, 622-3216, and Elizabeth Schoenfelder, 622-3481.

Communal gardens – Larry Rettig, 622-3800, and Charles Hoehnle, 622-3919.

A Family Recipe

Talk to friends, neighbors, parents or grandparents to find traditional family recipes which have been handed down from one generation to the next. Choose one and record the information on this form. Try to find out as much as you can about the recipe such as where it originated, whether it was prepared for certain celebrations, and/or what other foods were served with it.

Student name _____ Date _____

Name of recipe and its origin _____

Person who shared recipe _____

Address _____ Age _____

INGREDIENTS:

(over)

DIRECTIONS:

Who makes it or made it the best?

Where did the recipe come from?

When is this food served?

How is it served?

(Share your collected recipes with your classmates. Make a cookbook of your group's favorite recipes.)

AMANA FOLKLIFE CURRICULUM

For Middle School/Secondary

Visual Arts

Traditional Amana Folk Arts

I. Objectives

- The student will understand the historical context of Amana folk art traditions.
- The student will identify traditional Amana folk arts.

II. Activities

1. Present a slide/lecture program on Amana folk arts/crafts.
2. Interview a local traditional crafts person and write a narrative.
3. Complete a research paper about traditional crafts that are no longer being practiced.

III. Resources

Art and crafts slide program, Gordon Kellenberger.

Amana folk arts slides by Steven Ohrn, Amana Arts Guild.

List of traditional artists, Amana Arts Guild.

Remaining Faithful: Amana Folk Arts in Transition, Ohrn 754.5 OHR.

Amana folk arts booklets, Amana Arts Guild.

Information about lost arts and crafts, Amana Heritage Museum.

AMANA FOLKLIFE CURRICULUM

For Middle School/Secondary

Visual Arts

Calico Textile Printing

I. Objectives

- The student will understand and appreciate the tradition of calico textile printing.
- The student will employ appropriate dyeing and printing methods.

II. Activities

1. Discuss and present information about the history of the Amana calico industry.
2. Prepare the blue indigo dye bath.
3. Demonstrate the dyeing process.
4. Demonstrate the resist dyeing method and the screen printing with textile ink method.
5. Create a number of calico textile pieces using both methods of printing (projects may include scarfs, handkerchiefs, wall pieces, place mats, etc.).

III. Resources

Calico Printing of the Amana Colonies by the Amana Arts Guild.

"Amana Calico Art for Everyday," WILLKOMMEN Vol. 8, No. 3 Summer 1989.

Hand Block Printing & Resist Dyeing, Bosence 746.6 BOS.

Textile artist, Renate Schulte, 622-3859.

Dye and resist material, Cerulean Blue Ltd., P.O. Box 21168, Seattle WA 98111-3168.

Blue Indigo dye, Rumpelstiltskin, 1021 Street, Sacramento, CA 95814.

AMANA FOLKLIFE CURRICULUM

For Middle School/Secondary

Visual Art

Basketmaking

I. Objectives

- The student will understand and appreciate the tradition of Amana basketmaking.
- The student will understand the qualities and uses of natural fibers.
- The student will use appropriate materials and methods to create a basket.

II. Activities

1. Discuss and present information on Amana basketmaking.
2. Gather materials for weaving.
3. Using the plaiting method weave a traditional Amana willow basket (a round Easter, utility or fruit-picker basket would be best).

III. Resources

Basketmaking of the Amana Colonies by the Amana Arts Guild.

Willow Basketry of the Amana Colonies, Schanz 746.41 SCH.

Basketmakers: Joanna Schanz, Kathy Kellenberger, and Laura Kleinmeyer, 622-3315.

Domestic willows - contact the Amana Arts Guild or one of the basketmakers.

AMANA FOLKLIFE CURRICULUM

For Middle School/Secondary

Visual Art

Carpet Weaving

I. Objectives

- The student will understand and appreciate the tradition of Amana carpetweaving.
- The student will display patternmaking skills.
- The student will understand how a loom operates.
- The student will use a tabby weave to create a rug.

II. Activities

1. Display and discuss carpet patterns, materials and methods.
2. Develop ideas for a repeated stripe pattern.
3. Prepare rags/strips of cloth for weaving (1/2 wide).
4. Weave a scatter rug with at least 5 repeated patterns.

III. Resources

Carpet Weaving of the Amana Colonies by the Amana Arts Guild.

Remaining Faithful: Amana Folk Arts in Transition, Ohrn 754.5 OHR.

"A Conversation with Mrs. Carl Trumpold," interview paper by Renate Schulte.

Carpet weavers: George Berger, 622-3174; Renate Schulte, 622-3859.

Looms: old carpet loom, Amana School art room; newer looms, Amana Folklife Center; or a box loom may be used, Amana School art room.

AMANA FOLKLIFE CURRICULUM

For Middle School/Secondary

Foreign Language-German

Oral Traditions

I. Objectives

- Understand the relationship and difference between oral history and written literature.
- Encourage development of reading and verbal skills.
- Increase communication with older people in the community.

II. Activities

1. Locate, collect and present German folktales.
2. Collect, translate and present jokes and humorous stories.
3. Collect, translate and present legends about people, places and events.

III. Resources

German Myths and Legends, MacKenzie 398.2 MAC.

German-American Folklore, Barricle 398.2 BAR.

Fairy Tales of Brothers Grimm, 398.2 GRI.

AMANA FOLKLIFE CURRICULUM

For Middle School/Secondary

Foreign Language-German

Oral Traditions

I. Objectives

- The student will increase verbal skills.
- The student will identify non-narrative as well as narrative folklore.
- The student will understand and appreciate community folklore.

II. Activities

1. Collect, translate and perform German prose, poetry and songs written by local residents about community events, people, places and activities.
2. Collect, translate and present samples of German proverbs and proverbial phrases that were/are used as part of everyday conversation.

III. Resources

"Amana Song and Poetry Collection" by Amana Arts Guild.

Amana School newspapers and yearbooks file, Museum of Amana History.

German-American Folklore, Barricle 398.2 BAR.

German Proverbs, MacDonald 398 MAC.

"Colony German" Taped Interviews, Webber, Museum of Amana History.

Oral Tradition

Talk to friends, neighbors, parents, grandparents or older community residents about prose, poetry, songs, proverbs, folktales, jokes, humorous stories and legends which have been passed on from generation to generation.

Student name _____ Date _____

Subject (circle subject): proverbs jokes songs legends
 poetry prose folktales stories

BACKGROUND INFORMATION

Person who shared information _____

Address _____ Age _____

Birthplace and date _____

Parents' name _____

Parents' ethnic origin? _____

Languages spoken other than English _____

Education, training _____

Occupations _____

Religious affiliation _____

(over)

Interview of the Oral Tradition

Title _____

Narrative _____

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Is an event/activity associated with the tradition? _____

Other information relating to the tradition _____

AMANA FOLKLIFE CURRICULUM

For Middle School/Secondary

Foreign Language-German

Landmarks

I. Objectives

- The student will increase verbal skills.
- The student will increase written skills.
- The student will use the community and its older residents as a resource.

II. Activities

1. Present, identify (German names), and locate Amana forests, ponds, fields and other natural landmarks. Translate the German names of the landmarks. Discuss the origins of the names.
2. Organize a scavenger hunt to locate and identify specific historic landmarks (man-made structures) in the community. Translate the German names of the landmarks. Record the construction date and for what the structures were/are used.

III. Resources

"Amana Colonies map of forests, ponds and land areas," (includes German names) by UHUH.

"Amanas Natural Landmarks" - slides, Amana Arts Guild .

Drawings of Historical Amana Architecture, two volumes, by Amana Arts Guild.

"The Architecture and Minor Arts of the Amana Society," Watson, 1935, Museum of Amana History.

"The Amana Meeting House: An Interior Study," 1979, Museum of Amana History.

AMANA FOLKLIFE CURRICULUM

For Middle School/Secondary

Social Studies

History

I. Objectives

- The student will use the family and community for folklore materials.
- The student will recognize the folkways of foreign cultures and subcultures within the United States.
- The student will understand the close correlation between the study of history and folklore materials.

II. Activities

1. Present for study and comparison the history of the Amana people and as well as other similar groups in the Midwest and/or the United States.
2. Study occupations of the Amanas as well as rural America before the industrial revolution.
3. Discussion and/or classroom exhibit of one's family and its unique folklore (examples: origin of name, expressions, stories, jobs, recipes, or celebrations).

III. Resources

Seven American Utopias, Hayden 335.1 HAY.

A Celebration of American Family Folklore, Zeitlin 398.2 ZE1.

The Communistic Societies of the United States, Nordoff 335.4 NOR.

The Amanas Yesterday, Liffing-Zug.

Family Folklore

Talk to brothers, sisters, parents, grandparents, aunts and uncles about name origins, customs, expressions, hobbies, occupations and other traditions that family members share.

Student name _____ Date _____

BACKGROUND INFORMATION

Person who shared information _____

Address _____ Age _____

Birthplace and date _____

Parents' name _____

Parents' ethnic origin? _____

Languages spoken other than English _____

Education, training _____

Occupations _____

Religious affiliation _____

Collect family nicknames: _____

Collect family rhymes and/or riddles: _____

(over)

Collect a folk song or lullaby: _____

Collect proverbs, phrases, and/or sayings: _____

Name family occupations: _____

Name family crafts and hobbies: _____

AMANA FOLKLIFE CURRICULUM

For Middle School/Secondary

Social Studies

Government

I. Objectives

- The student will understand the many facets of community history and folklore.
- The student will recognize and understand governmental resources and responsibilities.

II. Activities

1. Compare the community structure of Amana as a communal society (before 1932) and the governmental structures of today (Amana Land Use District and County government).

III. Resources

Amana That Was and Amana That Is, Shambaugh 270 SHA.

Amana Today, Rettig 977.7 RET.

The Amanas Yesterday, Liffing-Zug.

Seven American Utopias, Hayden 335.1 HAY.

Amana: From Pietist Sect to American Community, Barthel 977.7 DB.

Amana Colonies Land Use District: Land Use Plan - Phase II, Veenstra and Kimm.

Amana's governmental structure - Don Shoup, 622-3240 or 622-3051.

Harold Pitz, 622-5511.

Land use in Amana today - Administrator, Amana Colonies Land Use District, 622-3840.

Iowa County Board of Supervisors (Marengo), 642-3041.

AMANA FOLKLIFE CURRICULUM

For Middle School/Secondary

Social Studies

Economics

I. Objectives

- The student will recognize the many facets of family and community history and folklore.
- The student will increase his/her understanding of the physical and human resources available in the community.

II. Activities

1. Discussion and/or presentation of early economic life in communal Amana.
2. Presentation of the history and corporate structure of the Amana Society.
3. Presentation and/or study of the beginning of Amana Refrigeration to what it is today.

III. Resources

Amana That Was and Amana That Is, Shambaugh 270 SHA.

Amana Today, Rettig 977.7 RET.

The Amanas Yesterday, Liffing-Zug.

Early Amana Life - Museum of Amana History.

The structure of Amana Society today, Board President or General Manager, 622-3051.

The structure of Amana Society: past and present - Don Shoup, 622-3240.

History and general business information about Amana Refrigeration, Inc. - Harold Pitz, Amana Refrigeration, 622-5511; Paul Staman, Amana Refrigeration, 622-2101.

AMANA FOLKLIFE CURRICULUM

For Middle School/Secondary

Language Arts

Writing

I. Objectives

- The student will increase writing skills.
- The student will use folklore as material for writing.
- The student will practice reading skills.

II. Activities

1. Select, collect and write about one of the following topics (Students should interview one or more persons taking notes or tape-recording information. Based on the information, students shall choose to write an essay, short story or poem):
 - Ghost stories
 - Legends about people, places and events
 - Family histories
 - Seasonal events
 - Celebrations
 - Historical events
2. Collect, read and compare various topics written in old (at least 50 years old) and recent newspapers, school newspapers and year books.

III. Resources

German Myths and Legends, MacKenzie 398.2 MAC.

German-American Folklore, Barricle 398.2 BAR.

Ghost Stories of the Amana Colonies, Erickson 398.2 ER.

Amana School Library collection of school newspapers and yearbooks.

Museum of Amana History collection of school newspapers and yearbooks.

AMANA FOLKLIFE CURRICULUM

For Middle School/Secondary

Language Arts

Writing

I. Objectives

- The student will increase research and writing skills.
- The student will appreciate folklore.
- The student will understand folklore of today.

II. Activities

1. Discuss the definitions of folklore and various genres. Create a list of folk expressions being practiced today. Have student select a topic from the list, collect research and write a paper.

III. Resources

Work sheet: "What to Collect."

What To Collect

Suggested list of folk expressions

Oral Traditional and Performance:

legends	ballads and folk songs
stories	work songs
proverbs	childrens' songs
rhymes	dance music
riddles	hymns, gospel songs
family histories	ethnic songs and music
dialects	dance
jokes	games
tall tales	game songs
poetry	

Material Culture:

architecture	
construction (techniques and tools)	
land use (farming and urban)	crafts and trades
neighborhoods	folk arts
farming techniques	yard decorations
food preparation	home remedies and cures
food preservation	midwifery
recipes	

Customs:

plant lore
body movement
superstitions
supernatural beliefs

Festivals and Drama:

seasonal events
celebrations
festivals
market days
planting and harvesting
fairs

FamilyLife:

family traditions
religious observations
ethnic traditions
rites of passage

FolkLife Resources

Where to start, whom to interview, what other resources are there? Start interviewing your family, neighbors, friends or interesting people you know. Good sources in your community may include elderly, craftspeople, storytellers, musicians, historians, civic leaders, etc. Folklore can be collected from everyone, but some people are especially well-known for their vast experiences of folk traditions.

Local libraries, historical societies (Amana Heritage Society) and directories are also excellent resources. Other sources may include: local newspapers (Amana Society Bulletin, county newspaper), museums, local arts councils (Amana Arts Guild), religious groups, ethnic organizations, old shops and businesses.

Collection Data

Student name _____ Date _____

Address _____

Age _____ Relation to informant _____

SUBJECT OF COLLECTION: _____

BACKGROUND INFORMATION

Person who shared information _____

Address _____ Age _____

Birthplace and date _____

Parents' name _____

Parents' ethnic origin? _____

Mother's birthplace _____

Father's birthplace _____

Languages spoken other than English _____

Education, training _____

Occupations _____

Religious affiliation _____

Other information:

(over)

Interview

Before the interview it is always good to prepare a number of who, what, where, when, how and why questions. Consider questions relating to: the origins of the tradition, how it is learned or passed on, other people involved, and the sequence of events.

Narrative

Other information relating to the tradition _____

AMANA FOLKLIFE CURRICULUM

For Middle School/Secondary

Language Arts

Literature

I. Objectives

- The student will practice reading skills.
- The student will understand and appreciate folklore in their own family and community.

II. Activities

1. Assign the reading of "A Change and a Parting" by Barbara Yambura, a book written by an Amana author about daily life in the Amanas before and after the "Great Change" in 1932. Compare the life then to the life of residents today.

III. Resources

A Change and a Parting, Yambura F YAM.

AMANA FOLKLIFE CURRICULUM

For Middle School/Secondary

Math

Folk Math

I. Objectives

- The student will use math in everyday problems.
- The student will make use of mental math skills.
- The student will use parents, grandparents and community residents as sources of folklore.

II. Activities

1. Collect and present math riddles and puzzles.
2. Collect, present and discuss mental math problems (ball park figures/estimates; asking questions and figuring out answers in one's head).
3. Collect and compare math books of old and books of today.

Folk math teaches people how to use math in everyday situations. It employs skillful use of mental arithmetic to solve a problem that otherwise would require a calculator, or paper and pencil. Another aspect of mental math is the use of approximation.

The tradition of puzzles and riddles that are passed on orally is another form of folk math.

Example: A flock of geese are swimming in a pond. One goose flies over and greets them, "Hello one hundred geese!"

They correct him saying, "We're not 100, but to make 100 we need twice as many as we are, half as much, one-fourth as much, and you, too. Then there will be 100.

How many geese are in the pond?"

III. Resources

Worksheet: "Collecting Folk Math."

"Folk Math," *Instructor*, 86.6 (February, 1977), 84-92, Maler.

Museum of Amana History collection of old math books.

Folk Math Collection

Student name _____ Date _____

Address _____

Age _____ Relation to informant _____

Subject (circle subject): mental math riddles/puzzles approximation

BACKGROUND INFORMATION

Person who shared information _____

Address _____ Age _____

Birthplace and date _____

Parents' name _____

Parents' ethnic origin _____

Mothers' birthplace _____

Father's birthplace _____

Languages spoken other than English _____

Education, training _____

Occupations _____

Religious affiliation _____

Other information:

(over)

Interview

Narrative _____

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Information about how the problem/skill was used and how it was learned _____

AMANA FOLKLIFE CURRICULUM

For Middle School/Secondary

Science

Weather Beliefs

I. Objectives

- The student will understand traditional beliefs about weather.
- The student will use local resources in the study of folklore and science.

II. Activities

1. Collect and present local weather beliefs. Create a display and use the collection to make predictions of the coming weather.

III. Resources

Worksheet "Collecting Science Folklore."
Weather Wisdom, Lee 551.6 LEE.

AMANA FOLKLIFE CURRICULUM

For Middle School/Secondary

Science

Planting Signs

I. Objectives

- The student will understand beliefs relating to the planting by signs.
- The student will use local resources in the study of folklore and science.

II. Activities

1. A number of people plant by the signs. Collect, record and discuss local planting beliefs.
2. Students may want to test the validity of the belief by planting seeds at recommended times and others at a time not recommended. Students could then compare the results.

III. Resources

Worksheet: "Collecting Science Folklore."

"Colony Gardening," WILLKOMMEN Vol. 2 No. 2 Summer 1983.

"Amana Gardening" - taped interviews, Museum of Amana History.

Old Farmers Almanac.

Ladies Almanac.

AMANA FOLKLIFE CURRICULUM

For Middle School/Secondary

Science

Folk Medicine

I. Objectives

- The student will recognize some traditional folk medicine remedies and beliefs.
- The student will understand and compare curing agents.
- The student will research why they work.

II. Activities

1. Collect, record and compare local folk medicine remedies.
2. Complete research to see if there have been any studies done on them and what the findings were.

III. Resources

Worksheet: "Collecting Science Folklore."

Nature's Healing Arts: From Folk Medicine to Modern Drugs, Aikman 615.8 AIK.

Collecting Science Folklore

Student name _____ Date _____

Address _____

Age _____ Relation to informant _____

Subject (circle subject): weather beliefs planting beliefs folk medicine

BACKGROUND INFORMATION

Person who shared information _____

Address _____ Age _____

Birthplace and date _____

Parents' name _____

Parents' ethnic origin _____

Mothers' birthplace _____

Father's birthplace _____

Languages spoken other than English _____

Education, training _____

Occupations _____

Religious affiliation _____

Other information:

(over)

Interview

Narrative _____

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Information about how the belief was used and how it was learned _____

AMANA FOLKLIFE CURRICULUM

For Middle School/Secondary

Music

Vocal

I. Objectives

- To encourage appreciation for traditional music.
- To stimulate appreciation for folklore as material for performances.
- To provide students with performance experience.

II. Activities

1. Collect and present songs written about the Amanas.
2. Collect and present ethnic songs and music.
3. Collect and present music that is performed for specific occasions, activities and/or events (games, holidays, weddings, etc.).
4. Understand hymn singing in the Amana Church tradition by attending an Amana German church service.

III. Resources

Amana Arts Guild song and poetry collection.

Museum of Amana History music collection.

For information about ethnic songs contact Harry Leonhardt, 622-3748, and Carol Schuerer Zuber, 622-3669.

Amana Church Music, Caroline Trumpold, 622-3103.

AMANA FOLKLIFE CURRICULUM

For Middle School/Secondary

Music

Instrumental

I. Objectives

- To encourage appreciation for traditional instruments and music.
- To provide students with performance experience.

II. Activities

1. Research and collect information about instrument playing in the Amanas.
2. Discuss historical aspects of musical performances in Old Amana.
3. Present a demonstration of string music on zither (also violin, mandolin and guitar if possible).
4. Learn to play the zither

III. Resources

"Music Making in Amana," WILLKOMMEN Vol. 3 No. 3 Summer 1984.

Zither player - Glenn Wendler, 622-3812.

Violin players - Harry Leonhardt, 622-3748 and Henry Ruff, 622-3526 (prefer to team up).

Zither available from the Amana Arts Guild.

Middle Amana, Iowa
September 27, 1989

Dear (Resource Person)

As part of an Amana Arts Guild grant, Gordon Kellenberger and I are writing a Folklife curriculum for all grades. The purpose of this curriculum is to conserve and perpetuate community and family cultural heritage and traditions in our schools.

Since this type of a curriculum is new to our school and since we have any number of teachers who are unfamiliar with our Amana heritage, it becomes necessary to provide a list of local resource people and materials.

The topics to be covered in the elementary curriculum will include school life, traditions of other holidays, and traditional folk arts.

As you read through these topics, I hope you say to yourselves, "Oh, I could contribute to that topic," because that is the reason for this letter/survey. I would be very happy to include your name/names on the list of resource people and/or resource materials for one or more of the various topics.

We will be studying schools in October, foods in November, Christmas in December (of course), music, etc. in January/February, and folk arts in March/April. In May we're planning an exhibition day where we'll share examples and pictures of projects from all the topics to which the public will be invited. It's a very exciting and innovative curriculum which should become a yearly addition to the regular school curriculum, so all grades will learn all the topics.

On the enclosed questionnaire, will you please consider the following possibilities for your participation by marking the ones where you could be of help? Please add anything I may have inadvertently omitted, sign your name, and return this form to me as soon as possible. Don't be shy, for you have a wealth of information which will really benefit the children. If you have questions, please call me at 622-3103 in the evenings. I will gladly explain further.

Very sincerely,

Caroline Trumpold

Resource Questionnaire

I could:

- Tell about the Kinderschule to Kindergartners.
- Lend pictures of a Kinderschule group.
- Lend old reading book/books.
- Tell about reading classes to first graders.
- Lend other school mementos such as lunchbox, "Tafel," pens, pictures, etc.
- Lend pictures of school playground.
- Tell about playground equipment to second graders.
- Tell about games played at recess at school, both indoors and out, to third graders.
- Lend pictures of school groups at play.
- Tell about and demonstrate school rules and punishments to fourth graders.
- Tell about "Strickschule," demonstrating and/or teaching fifth graders how to knit.
- Lend some knitted items such as were made in the "Strickschule."
- Participate in the traditional foods activity.
- Participate in the Christmas activities.
- Participate in the music activities.
- Participate in the folk arts activities.

Additional comments:

Name

Amana School
May 2, 1990

Dear (Resource Person)

At long last we are ready to present our exhibit of the Folklife Curriculum activities from this past school year. It will be held on Wednesday, May 9, in the gymnasium in conjunction with the Fine Arts Night. We will be showing pictures taken during the activities, and stories and products created by the students.

We extend to you a special invitation to share with us the satisfaction of savoring the fruits of a worthwhile job well done. We also sincerely thank you for your generosity in volunteering to be a resource participant with various grades throughout the year.

Sincerely,

Caroline Trumpold

Gordon Kellenberger

Folklife Exhibit

In conjunction with an Arts Night in May, the Folklife products such as a quilt, cookie cutters and baskets, were exhibited. Included were interviews with parents, grandparents, and neighbors. Also exhibited were photos and video tapes taken when projects were in production in the classrooms. Volunteers who made presentations or helped in other ways were invited by letter to attend the Arts Night.

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